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|  | **MYP Assessment Task** | | **Teacher(s)**  Ana Maria Arango  David Moran | |
| **Subject** | Visual arts | **Grade** | 9 |
| **Student** |  | **Date** | February 2018 |

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**Assessment Task**

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| **UNIT II – Face and body proportions**  **Objective:** create a piece using different medias (painting, drawing, collage, photo) and what you know about face and body proportions.  This is a creative-free exercise in which you are expressing your identity.  For this, you are going to use the following:  *You are a contemporary artist -a very famous one- and the MOMA in New York is asking you for a solo retrospective exhibition. For this you need to create an artwork that express what you are as an artist, with your own personal style. Can you reach the museum’s expectations? Let`s find out.*  Use this **instruction** as a guide for developing your work:  1.Draw a sketch in your workbook of what you are going to create. (**optional**)  2.Think carefully about the materials you want to use. You can mix materials.  3.In your workbook you are going to write an statement about how did you represent your identity in your final art piece. (100 words minimum).  We are evaluating all criterias, as it follows: |

**Criterion and Assessment Rubrics**

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| **Criterion A: Knowing and understanding**  **i. demonstrate knowledge of the art form studied, including concepts, processes, and the use of appropriate language**  **ii. demonstrate knowledge of the role of the art form in original or displaced contexts.**  iii. use acquired knowledge to inform their artwork. | |
| **Achievement Levels** | **Descriptor** |
| 0 | The student **does not** reach a standard described by any of the descriptors below. |
| 1-2 | The student: **limited**  i.**Integrates** in a **limited** way the artwork developed (drawing, painting) with the corresponding artistic process (proportions of face and body) using appropriate vocabulary.  ii.**Investigates** in a **limited** way the origins of proportion, how it has been used in art since its discovery, and how it is being used in contemporary art. |
| 3-4 | The student: **adequate** |
| 5-6 | The student: **substantial** |
| 7-8 | The student: **excellent and effectively** |

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| **Criterion B: Developing skills**  **i. demonstrate the acquisition and development of the skills and techniques of the art form studied**  **ii. demonstrate the application of skills and techniques to create, perform and/or present art.** | |
| **Achievement Levels** | **Descriptor** |
| 0 | The student **does not** reach a standard described by any of the descriptors below. |
| 1-2 | The student: limited  *i.Adapts possible aesthetic and technical solutions for a chosen artwork (proportions/drawing/portrait).*  *ii.Integrates personal artistic skills in the application of materials and use of tools in an artwork.* |
| 3-4 | The student: adequate |
| 5-6 | The student: substantial |
| 7-8 | The student: excellent and effectively |

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| **Criterion C: Thinking creatively**  i. outline a clear and feasible artistic intention  **ii. outline alternatives, perspectives, and imaginative solutions**  **iii. demonstrate the exploration of ideas through the developmental process to a point of realization.** |
| **Descriptor** |
| The student **does not** reach a standard described by any of the descriptors below. |
| The student: limited  *ii.Designs an individual artwork to recognize artistic performance into new alternatives (self portrait/proportions).*  *iii.Proposes a comprehensive written description of the artistic process taken by the creation of the final art work, considering other alternatives and experiences.* |
| The student: adequate |
| The student: substantial |
| The student: excellent and effectively |

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| **Criterion D: Responding**  **i. outline connections and transfer learning to new settings**  ii. create an artistic response inspired by the world around them  **iii. evaluate the artwork of self and others.** | |
| **Achievement Levels** | **Descriptor** |
| 0 | The student **does not** reach a standard described by any of the descriptors below. |
| 1-2 | The student: limited  *i.Establishes proportions characteristics using visual information tools (mind maps).*  *iii. Integrates proportion concepts in the development of a personal artwork.* |
| 3-4 | The student: adequate |
| 5-6 | The student: substantial |
| 7-8 | The student: escellent and effectively |

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| **Student Reflection:** |
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| **Teacher Feedback:** |
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